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ABSTRACT

The University of Malaya Spoken English Project (UMSEP), a cooperative effort undertaken by the University of Malaya and the British Council, is described. The purpose of the project is to design and develop oral English courses for final-year university students and recent graduates needing English skills for careers in business, public administration, and law. The discussion is in four parts. The first part provides background information, describing the preliminary research into such areas as learner characteristics, target skills, and collection and analysis of data. The second part discusses the principles underlying the design of the three courses developed: preparatory oral skills for management (POSM), oral skills for management, and oral skills for law. The third part focuses on the first of the three courses (POSM), illustrating how those principles were incorporated into its design and detailing the structure of materials whose units are designed to fit into the 3-part approach to language instruction. This consists of three activities: Deep End, in which students are thrown back on their own language resources to complete a task; Support, which builds upon and extends the student's resources; and Performance, in which students use what they have learned in the whole Unit to perform new tasks. The fourth part of the paper discusses the implications for methodology, the roles of both student and teacher, and the consequences for student evaluation. Examples of materials and exercises are appended. (MSE)

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UMSEP and the Deep End – Support – Performance Approach to Language Learning

KHONG CHOOI PENG

Introduction

This paper describes the University of Malaya Spoken English Project (UMSEP). There are four main sections in this paper. Section I briefly sets the background to the Project, describing the preliminary research involving areas such as learner-characteristics, target skills, collection and analysis of data. Section II discusses the principles underlying course design. In Section III, the focus shifts to one of the courses within UMSEP, i.e., the Preparatory Oral Skills for Management (POSM) to show how the principles outlined in Section II are incorporated in its design and organisation. This section details the structure of the materials whose units are designed to fit into the framework of a Deep End – Support – Performance Approach. The final section briefly deals with the implications for methodology and examines the roles of both the student and teacher. Finally, the consequences of such an approach for evaluation are discussed with some focus on the work done by UMSEP in testing.

Before going on to the paper proper I would like to state here that much of what will be discussed has been taken and summarised from documentation of ideas, working papers, research reports that have been written over the three and a half years that we have worked together as a team. Working on a project the size of UMSEP, involving a core team of eight full-time members and a back-up team of teachers and lecturers, and over such a long period of time, the ideas eventually adopted and developed were those that had stood the test of much discussion and debate, and the results of the Project, in their material state in the form of courses described here bear not the work of any individual but are the fruits of the team as a whole.

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Background

The University of Malaya Spoken English Project (UMSEP) was launched in 1980 under the financial sponsorship of the Malaysian Ministry of Education as a joint effort between the University of Malaya and the British Council. The UMSEP Team comprised Language Specialists from the United Kingdom as well as from the University of Malaya's Language Centre. Other experts from the University of London, the University of Birmingham and the University of Lancaster served as consultants in the developmental stages. The primary aim of the UMSEP was to design and develop Spoken English Courses for final year University students and fresh graduates who will need to use the language in occupations in the fields of business, public admin'stration and law. Within the Project three distinct courses have been developed under the following titles:

1. Preparatory Oral Skills for Management (POSM)
2. Oral Skills for Management (OSM)
3. Oral Skills for Law (OSL)

Preparatory Oral Skills for Management (POSM). This course which forms the main discussion in this paper, aims to provide undergraduates with the Spoken English Skills which are needed for beginning their careers in fields such as public administration, business and banking. It takes into account the fact that new graduates entering these professions will basically go through three phases, i.e., securing employment, attending pre-service training programmes, and conducting the daily business of a junior executive. POSM therefore focusses on developing the learner's ability to understand and use the kind of English needed in activities such as employment interviews, training programmes which use seminars, simulations, and formal presentation as well as initial on-the-job activities such as briefings and informal meetings.

Oral Skills for Management (OSM). This course focuses on the skills needed by junior executives who are already in their professions, and who need spoken English skills to communicate in English effectively in their jobs in national and international contexts in such fields as banking, business, trade and foreign relations. The types of

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professional activities such executives are involved in include formal meetings, interviewing clients, participating in problem-solving sessions and negotiating agreements.

Oral Skills for Law (OSL). This course is developed primarily for the undergraduates in the Law Faculty who will be entering the legal profession, and who will need spoken English in order to interview and/or counsel clients, negotiate with fellow lawyers, examine or cross-examine witnesses, and take notes of proceedings. Target students also include junior members of the legal profession who are in need of improving their spoken skills.

These courses were intended to be taught within an academic session and therefore designed to be approximately 100 hours. The materials were piloted at various stages mainly in 1982 and the final version of each course was used in the previous academic session between July 1983 – January 1984 at the University of Malaya. We expect to see the published editions by July 1985.

Preliminary Research

The idea of a project such as UMSEP was first mooted because of a genuine need within the Malaysian occupational field. Employers in governmental and private sectors felt that they needed a corps of graduates who would be proficient enough in English to deal with the various responsibilities of their jobs. The UMSEP brief was to find ways to train undergraduates whose medium of instruction was not English to acquire the basic skills necessary to communicate effectively in their jobs.

Therefore we felt that in order to come up with right solutions to the problem we needed to understand and take account of the various elements within the situation. And in order to equip ourselves with this understanding, the UMSEP Team embarked on a programme of research.

In order to obtain the information we needed for decisions on the approach we should take and the shape of the courses, research was carried out in several areas. These areas are briefly outlined below.

The analysis of situational factors included the study of the language situation in the educational and occupational sheres, the teaching of English in the schools and the universities and student's

career expectations. It also involved investigating the needs not only of the target learners but those of the target professions as well. The latter was done through constructing profiles of communicative needs for English through interviewing executives in business and public administration.

The collection of data involved recording samples of English used in target professions. This provided useful information regarding the ways in which English is used in these professions and allowed some understanding of the skills we needed to equip them.

Our research also covered *psycho-sociological investigations* into learner's interests and language use, cognitive styles, and other personality factors such as attitudes and motivation. This was done through questionnaire surveys and interviews with students.

We also observed various classroom *methods and techniques*, and analysed classroom interactions. We built a typology of learning *activities* and identified the distinguishing characteristics between them. We also explored media utilization to determine the role that media could play to enhance the effectiveness of the courses.

Apart from being concerned with how language could be taught and learnt, we also needed information on how *assessment of spoken language* might be carried out. Therefore we reviewed how others in the field have conducted spoken language tests in order that we could set up a viable testing programme of our own.

Each aspect of the research described above has been documented over the period of a year or so in which most of it was carried out (see bibliography attached). Decisions such as those regarding course design, methodology and materials were made based on knowledge gained from investigations into the areas described.

Course Design Principles

Before proceeding to discuss course design and organisation it is pertinent to describe the underlying principles which were taken into account. But first, a quick review of some elements within the situation in which we worked.

As was stated earlier, our brief was to design courses for three different target groups. Each of these courses was to be approximately a hundred hours. Among the positive elements we were able to capitalize upon was the fact that our students have had some ten

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years of formal English language training, and had reached what might be described as an intermediate level of proficiency. They had also gone through a two year EAP course (The UMESPP [University of Malaya English for Special Purposes Project] course entitled *Study Skills: Reading for Academic Study*, University of Malaya Press, 1979, 1981) in their first and second year of undergraduate study. The UMESPP course basically concerned with developing reading skills, is interactive in approach and was designed to actively encourage oral communication in all the lessons. From the feedback and observation of these materials in use, and the research described in the previous sections, it was clear that students were motivated to learn to speak and that they particularly liked using language to do things.

Effective Learning

In order to maximize results that would get students to the target level, we felt that we needed to begin by considering not how teaching should be made more effective but how learning may be more effective. The UMSEP Team holds the belief that whilst learning occurs when something is taught explicitly, it also occurs incidentally, i.e., through exposure to language in use and without the learner being consciously aware of the process. It is our view that whilst it is important to provide some explicit teaching of formal features of language use, it is essential to provide opportunities which allow incidental learning, i.e., by focusing the learner's attention on how to use language to solve a problem or get his meaning across rather than on what particular language items to use.

Fluency and Accuracy

Like Brumfit (1979:188) we believe that an approach that begins with what the student can do and focuses on how what is known is used makes effective learning far more attainable. We are also of the opinion that an "accuracy-based" approach could be a "deficit curriculum" for the students and that developing the students' skills through a "fluency-approach" that does not ignore the development of accuracy would be a more effective way. As Brumfit points out the emphasis would thus be on use, not the possession of the target language.

The ultimate aim of UMSEP is the development of effective

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performance. In our view effective performance does not consist with the development of fluency to the exclusion of accuracy, nor with the development of knowledge of formal rudiments to the exclusion of communicative effectiveness. What we wanted was to strike the right balance; to develop communicative ability as well as develop formal resources necessary to improve the quality of performance. It therefore became an accepted principle that the courses should have two parallel strands: *support activities* that would build up formal resources, and *interactive activities* that generate rapid, fluent language use and provide opportunities for students to draw on the formal resources of the support activities. These two parallel strands will be discussed in greater detail in the section on Preparatory Oral Skills in Management.

Opportunities for Communicative Language Use

It was felt that students needed to be presented with opportunities for language use, that such opportunities should consist of communicative tasks that reflect the types of interactions that occur in target professions. In order for meaningful communication to occur, such communicative tasks should be those in which there is real information-gap between the participants. Furthermore, in order to provide opportunities for the language in focus to be generated, the students' roles in these activities must be specified, and both the activities and roles must be varied in order to allow a wide range of language use.

Opportunities to Review Language Used

It is held that opportunities for use described above must be complemented by opportunities for the students to assess or reflect on the language that they have used or might use. It is considered insufficient merely to provide opportunities for talk; students must be trained to monitor their own language as well as the language used by their peers.

Learning from the Performance of Others

It is also held that learning occurs when students are exposed to the performance of others. In this respect, it was decided that opportunities for listening to samples of natural speech were necessary to train the students to interpret the way speakers use language, and also to expose them to features of language in use.

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Selective Correction of Errors

In providing opportunities for the communicative use of language it is recognised that the language generated will be unpredictable and that errors will be made in performance. It is also recognised that many of the errors will be undetected and uncorrected but it is felt that effective learning cannot take place without these opportunities for performance. However, it is important to stress here that it does not mean that we ignore grammatical errors. We believe that selective correction of errors is needed, i.e., the type of correction required should depend on the aims of the activity. In other words, the teacher will deal with errors which interfere with the achievement of the aims of a task. This means that in interactive activities, errors that interfere with the successful completion of the task will be corrected. Elsewhere where the concern is with developing a range of formal resources for use, the errors will be mainly errors of accuracy.

Because we believe that learner error is a necessary part of the learning process, we have not set out to prevent errors but to encourage students to learn from them. Students' abilities to monitor their own performance should be developed, they should become aware of their own limitations and use this knowledge to improve future performance.

Student Responsibility for Learning

It is the UMSEP view that the student should be made keenly aware that he should take prime responsibility for his learning. He should also be trained to learn from the performance of others, the teachers, his peers as well as from various inputs in the materials. We feel that students learn more effectively when they understand what they are using, perceive the relevance of what they learn and are shown what they have learnt through regular feedback.

Flexibility in Course Implementation

Another important consideration that we took into account was that a certain flexibility in course duration and implementation was desirable. In view of the fact that our target students could be drawn from undergraduates as well those who are already in the professions, we felt that we needed courses that could be run intensively over a short period or extensively throughout an academic year. we

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also needed to cater to students of different entry levels and therefore the courses had to be designed so that various combinations of units or blocks or stages may be created to cater to different groups.

The Syllabus

As was pointed out earlier, the ultimate aim of UMSEP is to develop effective performance and that it was felt that this could be done through expanding the student's available resources for use. In view of this aim, it was felt that the syllabus for each of the three courses could not be organised into grammatical categories. Furthermore, since the UMSEP, POSM, and OSM courses are not courses in management, nor OSL a course in law, the syllabus could not be organised into notional or subject-specific categories.

It seemed appropriate then that the syllabus categories should be specified in terms of functions and interactions. By "interactions" is meant a speech event involving a minimum of two participants, described in terms of the roles of the participants and the outcome to be achieved of the three UMSEP courses, POSM bases its syllabus categories on interactions (see diagram in the next section of this paper) whereas OSM and OSL adopt a functional framework (see Appendices 1 and 2).

We have thus far briefly reviewed the principles underlying the UMSEP course design and outlined the main reasons supporting the adoption of these principles. The next section in the paper will shift attention onto one of the three courses, i.e., POSM to examine in detail how these principles have been incorporated.

Preparatory Oral Skills in Management (POSM)

Aims and Target Students

As has been described earlier, the POSM course was developed to help student acquire the spoken English skills necessary for entry into professional fields of public administration, business and commerce.

POSM's target student (as is described in its *Course Manual*), will be one of the following:

— a final-year undergraduate typically from a faculty which supplies graduates to the professional fields mentioned above (especially Arts or Economics);

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— a graduate who is intending to enter one of these fields and who may be undertaking pre-service training;
— a junior executive who is in need of substantial language improvement in order to use spoken English effectively for his work.

POSM is designed as an extensive course covering one academic year with a total of approximately a hundred hours. It can also be given as an intensive course lasting 20–25 days.

Types of Material

The course consists of a Student's Book, a Course Manual (teacher's guide) and audio tapes (one for each unit) for use in the classroom.

The Syllabus

The POSM syllabus consists of an introductory unit and twenty Units organised into six stages:

Introduction Unit 1	
Stage 1 Information sharing — an overview	Units 2 and 3
Stage 2 Establishing information	Units 4–6
Stage 3 Interacting for different purposes	Units 7–10
Stage 4 Putting forward and evaluating positions	Units 11–14
Stage 5 Reaching Decisions	Units 15–18
Stage 6 Interaction Assignments	Units 19–20

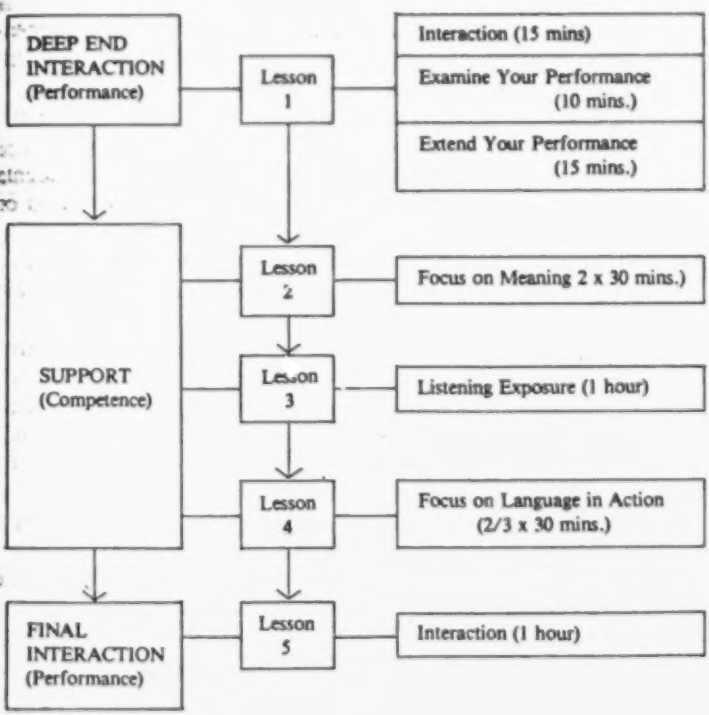
An outline specification of the syllabus content is given in Appendix 3.

As can be seen from the syllabus specification, each Unit in POSM focuses on particular ways in which people interact. What

POSM aims to teach are skills or the ability to operate in communicative settings, but as the description of the Unit structure will indicate, POSM also tries to provide support for performance by focussing on linguistic resources which the student can make use of in the interactions.

Unit Structure: Deep end — Support — Performance

In line with the principles adopted for UMSEP as a whole, the Units in POSM are made of *interactive activities* and *support activities*. Each Unit consisting of five hours has the following structure:



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Before going on to discuss the Deep and -- Support -- Partitioning approach, it is pertinent to describe the interactive and support activities which are central to the issue.

Interactive Activities

An interactive activity as is defined earlier, is one that involves a minimum of two participants working towards an outcome. In the UNIBEP materials interactive activities are task-oriented, i.e., the learner is required to use language in order to search a specified outcome or goal. The main aim of the interactive activities is to generate language appropriate to the task, i.e., they provide opportunities for performance.

As can be seen from the outline Syllabus Specification (Appendix 3), each Unit focuses on language use (e.g., Getting the facts, Investigating, Reaching agreement).

In designing interactive activities, control is achieved through three basic parameters, i.e.,

(a) Providing a clear task to perform. For example, students are given a problem to solve involving a decision to be reached or some information which the students record in the form of notes in order to provide a clear finishing point to the activity. Or, they may be given an open-ended activity in which they do as much as possible within a specified time limit;

(b) Providing rules on how to perform the task. Steps and procedures are given in order to ensure that the right kind of task emerges. In addition, the student's role within the activity is specified in order to ensure a sharing of responsibility for the task in hand;

(c) Providing an information input. Short texts and diagrams are often provided as start off points for discussion.

The POEM materials attempt to ensure talk in three main ways:

(a) by using tasks set in realistic situations which are relevant to the professional contexts but not unfamiliar to university students e.g., agreeing on actions to be taken at committee meetings.

(b) by ensuring that students are never given unnatural complicated roles (e.g., an irrate personnel manager), or required to use specialized language. In most cases the activities allow the students to behave *as themselves* in hypothetical, simulated settings.

(c) by creating information gaps between students. Apart from

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using an "opinion gap" between students by telling them to take different positions on an issue, or on "information gap" in which different information is given to each student, POSM also allows the students to create this 'gap' themselves. This is done by getting the students to select information independently (see Appendices 4 and 5). This device not only helps to generate talk but, more importantly, it allows the student to personally "invent" or contribute information for the task and therefore ensuring that the talk is unpredictable.

There are two types of interactive activities in POSM, the *Preliminary Interaction (Deep-end)* and the *Final Interaction (Performance)*. Each of these are similar in some ways but different in others.

The Preliminary (Deep-end) Activity

The Preliminary (Deep-end) Activity is the first activity of a POSM Unit. It serves as an introduction to the Unit providing students with an overview of the areas of language use and the types of formal features that are dealt with in subsequent lessons. As was shown in the diagram in the section on Unit Structure of this paper, it is a fifteen minute activity.

It is a deep-end activity because it "throws" the student into a situation in which he has to call into use what language resources he has in order to complete a task. He is "left to fend for himself" and to do the best he can to complete his task.

In his attempt to communicate his meaning, the student may be groping for words and paraphrasing his thoughts but as Brumfit (quoted earlier) points out he will be learning the strategies for communication which all language users possess in their mother tongue, and which all need to develop in the language they are attempting to master. Moreover, stretching his linguistic capabilities to complete a task, the student and his teacher are made aware of where he requires help the most.

This self-realization of the kinds of help that the student needs is a vital element in the process. It is an underlying principle of the UMSEP courses (as was described earlier) that the student should take prime responsibility for his own learning and to monitor his own progress. To this end, POSM provides opportunities for the student to do so through two other activities that accompany each deep-end activity in Course. These two accompanying activities are:

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(b) *Examine Your Performance* activities in which the student is asked to reflect back on the language he used and the difficulties he encountered in carrying out the tasks. These activities also require the student to evaluate his performance in terms of whether he was able to achieve the objectives. They also present certain key expressions which are central to the task to find out if the student used them in the interaction.

(c) *Extend Your Performance* activities are designed to get the student to think what further language he would need to complete the "deep-end" task. In this sense, these activities function as a lead-in to the support activities which will be described below.

The *Extend Your Performance* activities have tasks which focus on formal and semantic features in various utterances given in short exchanges. The aim of such tasks is to show that utterances do not exist in isolation but depend on what has already been said. Another task within these activities allows students to focus on a mini situation which requires them to think of various ways of expressing information by taking into account what they know about other speakers.

The Final (Performance) Activity

The Final (Performance) Activity forms Lesson Five of each POSM Unit. It is wider in scope than the Preliminary "Deep-end" Activity in that it provides opportunities for the students to make use of what they have learnt in the whole Unit to perform new tasks. Such final activities differ from the Preliminary (Deep-end) Activity in that they contain larger "events", i.e., they are more complex, they require the students to deal with more inputs (written or spoken), and they often contain stages each with specific requirements.

For example, the Final (Performance) Activity given in Appendix 5, each of the four students in group will:

(a) supply the information needed by "inventing" it;
(b) present the information to his group members with the help of the visual input that he is required to use (a pie-chart or graph);
(c) listen to the information presented by others and to take down notes using a table provided;
(d) compare the information he has obtained and draw conclusions;
(e) present his conclusions to his group;
(f) decide, through discussion with his group, on a specific policy;

The Final (Performance) Activity "puts back together" or "or-

illustrate" the types of functions and skills focused on in the Support Activities. It provides a round-up to the Unit as a whole.

The Support Activities

The "Support" portion of a POSM Unit comes in the middle, i.e., between Lessons One and Five. These three lessons attempt to build upon what the students already know and have demonstrated in the Preliminary (Deep-end) Activity. They are designed to expand the linguistic resources which are needed for the interactions within the Unit. It is not suggested, however, that the students are required to make a deliberate effort to use these resources in the Final (Performance) Activity, nor it is claimed that all the language needed is given coverage here. A criterion for selection of the skills for these support lessons is that these should be key-skills in relation to the interactions. It is believed that exposing students to a wider range of resources in this manner would have an incremental effect upon their performance.

The support component, as shown in the diagram on the Unit Structure of POSM consist of two lessons, (Two and Four) which focus on language and one lesson devoted to developing listening skills.

Focus Activities

Focus activities in POSM are of two types: focus on meaning, and focus on language in action.

An example of an activity that focuses on meaning is given in Appendix 6. As can be seen the activity is designed to:

(i) illustrate the importance of using language accurately (see Task 1 of Appendix 6);

(ii) get students to recognize the various ways of expressing the same meaning (see Task 1);

(iii) allow students to use the language focused upon in a mini-task (see Task 2);

Listening Exposure

Each POSM Unit has a listening exposure lesson consisting of an audio cassette and activities based upon it.

As was stated earlier in this paper, it is believed that improvement in performance can be achieved through exposure to the per-

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formulate or attain. For instance, it is regarded as important that the students be trained to understand speech used in interactions relevant to his professional interests.

The audio input to each Unit contains spontaneous speech of professionals engaged in activities designed to generate the use of the skills in focus. We have not confined our recordings to persons with a particular accent for we they all native speakers of English as our intention is to expose the students to them as models. Our criteria have been that their level of English must be of a high internationally acceptable standard and that their accent be not an obstacle to easy comprehension. We also believe that within the local context of South-East Asia, an ability to comprehend speakers of different backgrounds is a desirable objective.

In the exposure lessons students listen to complete recordings or extracts from it and perform tasks which require them to listen for main points, specific information and language use.

Conclusion

This paper has reported how one particular institution, i.e., the Language Centre, University of Malaya is attempting to help train a corps of undergraduates for professions requiring a communicative ability in English in the public and private sector. The discussion has centred on the way the University of Malaya Spoken English Project (UMSEP) has interpreted its brief and defined the terms within which the Project should operate. Particular attention was paid to the Preparatory Oral Skills for Management Course and the Deep-end → Support → Performance framework within which its materials are structured.

As was mentioned earlier, the UMSEP Courses have been in use for one academic year. As Dr. Carmel Heah points out in her paper on identifying and solving skill-related difficulties encountered in teaching the UMSEP Courses, the process of course design seems invariably to stop at production of teaching materials. Very little, if anything at all, is done regarding the attendent issues that emerge. One crucial issue is the training of the teacher who has a vital role in ensuring the success of any course. As Dr. Heah states, new materials mean that the teacher who uses them needs to know and understand the skills required to handle the materials with confidence as well as to have the right attitude towards the materials.

The teacher training package that UMSEP is currently developing to complement the UMSEP Courses has been comprehensively dealt with by Dr. Heah.

One other attendent issue should not be overlooked, i.e., the problem of testing. A considerable imbalance exists, as Morrow (1979) points out, between the resources available to the teacher in the form of teaching materials, and those available in terms of testing and evaluating instruments. Having adopted an interactive approach in its courses, UMSEP has had to consider in serious terms what might constitute a viable testing performance. As our courses reflect a concern for developing both competence and performance, we needed a testing programme that would reflect both these concerns. Work in this area in UMSEP has developed along a two-prongged approach: the *discrete-feature approach* and the *interactive approach*. The details regarding this work form the subject of the workshop entitled "But How Do We Assess Communicative Competence and Performance?" this afternoon. I would like to withhold discussion on this topic until then.

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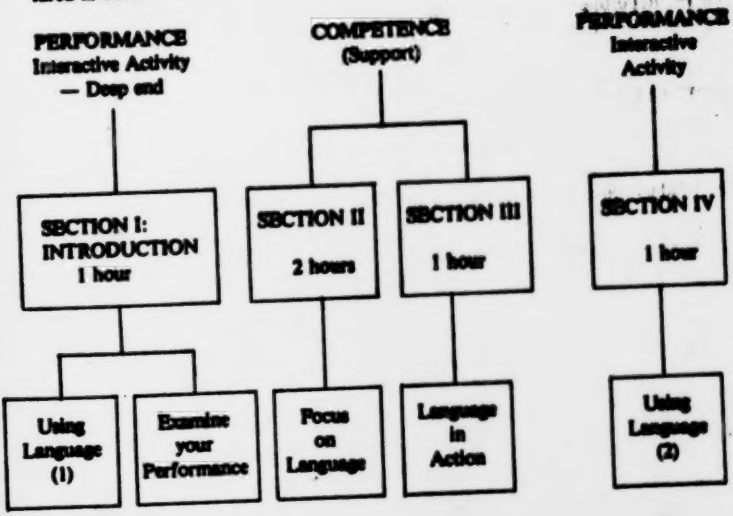
APPENDIX 1

ORAL SKILLS FOR MANAGEMENT (OSM)

OSM consists of 20 Units which are organised into four modules:

Module 1:	Discrete Functions Interaction Assignment/Review THE INTERVIEW	Units 1–4 Unit 5
Module 2:	Discrete Functions Interaction Assignment/Review THE FORMAL MEETING	Units 6–9 Unit 10
Module 3:	Discrete Functions Interaction Assignment/Review THE PROBLEM-SOLVING SESSION	Units 11–14 Unit 15
Module 4:	Discrete Functions Interaction Assignment/Review THE NEGOTIATION	Units 16–19 Unit 20

The Units (with the exception of Units 19, 20 and 21 which are review Units) are structured as follows:



Module 1

Unit 1: Asking effective questions
Unit 2: Asking for clarification
Unit 3: Giving appropriate replies
Unit 4: Making appropriate requests
Unit 5: THE INTERVIEW

Module 2

Unit 6: Presenting information effectively (1)
Unit 7: Presenting information effectively (2)
Unit 8: Giving appropriate criticisms
Unit 9: Giving agreement for proposals
Unit 10: THE FORMAL MEETING

Module 3

Unit 11: Stating your position
Unit 12: Analysing past events
Unit 13: Proposing solutions
Unit 14: Comparing and contrasting proposals
Unit 15: THE PROBLEM-SOLVING SESSION

Module 4

Unit 16: Examining feasibility
Unit 17: Stating terms and conditions
Unit 18: Influencing decisions
Unit 19: Reporting and Summarising
Unit 20: THE NEGOTIATION

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APPENDIX 2

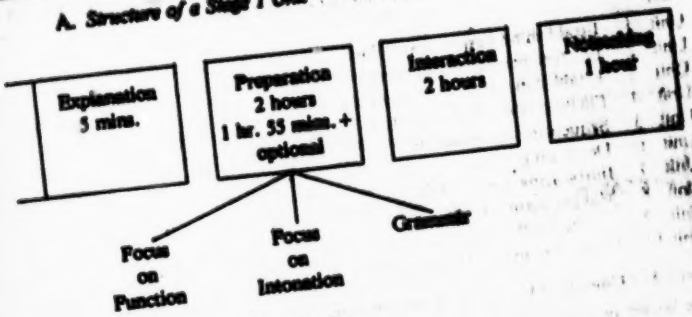
ORAL SKILLS FOR LAW (OSL)

The syllabus consists of twenty-one units divided into three stages as follows:

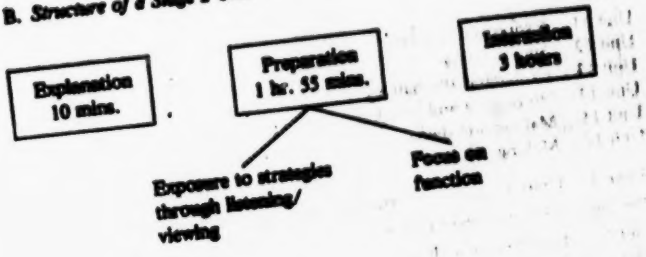
Stage 1	Establishing information	Units 1–10
Stage 2	Using information to develop an argument	Units 11–16
Stage 3	Arguing in professional encounter	Units 17–21

Each of the three stages has a different Unit Structure:

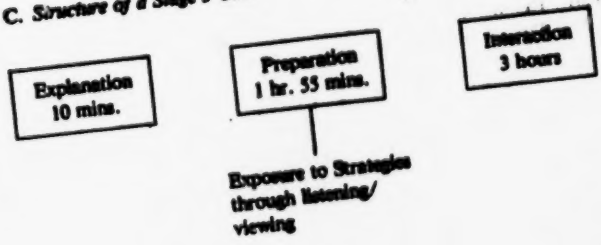
A. *Structure of a Stage 1 Unit*



B. *Structure of a Stage 2 Unit*



C. *Structure of a Stage 3 Unit*



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Stage 1 Units 1–10 *Establishing information*

The lawyer establishes information in the court and in his office by asking questions. All ten units in this stage are mainly (but not exclusively) concerned with asking questions.

Unit 1 Establishing basic information
Unit 2 Eliciting precise information
Unit 3 Establishing degrees of certainty
Unit 4 Eliciting relevant information
Unit 5 Sequencing information
Unit 6 Developing a topic
Unit 7 Introducing a new topic
Unit 8 Making assumptions
Unit 9 Asking leading questions
Unit 10 Correcting unsatisfactory replies

Stage 2 Units 11–16 *Using information to develop an argument*

The lawyer uses information in order to support one side of an argument against the other.

Unit 11 Expressing opinions
Unit 12 Summarising
Unit 13 Explaining alternatives
Unit 14 Supporting and attacking an interpretation
Unit 15 Making and demanding concessions
Unit 16 Making evasions

Stage 3 Units 17–21 *Arguing in professional encounters*

The lawyer uses argument in a limited range or professional encounters:

Unit 17 Interviewing a client
Unit 18 Negotiating with another lawyer
Unit 19 Counselling a client
Unit 20 Examining a witness
Unit 21 Cross-examining a witness

APPENDIX 3

PREPARATORY ORAL SKILLS FOR MANAGEMENT: OUTLINE SYLLABUS SPECIFICATION

Unit	Title	Description	Stage
0	Introduction	Introduces students to activity types.	I. INFORMATION SHARING: AN OVERVIEW
1	Getting the facts	Seeking and giving basic information in order to make written notes.	
2	Presenting the facts	Conveying and seeking basic information given in non-linear inputs.	
3	Checking the facts	Checking and extending information	II. ESTABLISHING INFORMATION
4	Investigating	Speculating and querying information	
5	Evaluating information	Confirming, denying, correcting and modifying information given.	
6	Finding out about procedures	Sharing information in order to establish procedures to be followed.	III. INTERACTING FOR DIFFERENT PURPOSES
7	Deciding	Seeking and giving information in order to take a decision.	
8	Getting things done	Transmitting orders and requests for action.	
9	Reporting	Reporting and summarizing spoken interactions.	

Unit	Title	Description	Stage
10	Disputing	Putting forward and justifying ideas and opinions; agreeing and disagreeing.	IV. PUTTING FORWARD AND EVALUATING POSITIONS
11	Recommending	Making suggestions and recommending; assessing recommendations in order to take a decision.	
12	Persuading	Supporting recommendations and reacting to persuasion.	
13	Comparing and deciding	Comparing and deciding on the basis of different proposals.	
14	Planning for decisions	Establishing the basic information and positions on which decisions will be made.	V. REACHING DECISIONS
15	Defending and attacking	Supporting your argument and challenging other people's arguments.	
16	Reaching agreement	Modifying positions in order to reach a consensus.	
17	Analysing decisions	Evaluating decisions and their consequences.	
18	Problem-solving	Stages in analysing a problem situation and agreeing on solutions.	VI. INTERACTION ASSIGNMENTS
19	Using case studies	Stages in analysing and drawing conclusions from cases.	
20	Negotiating	Stages in reaching agreement through negotiation.	

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APPENDIX 4

Example of a Preliminary (Deep-end) Activity
FORM UNIT 3 : PRESENTING THE FACTS

(This is a paired activity. Students complete, then present the information to each other).

WORKSHEET 1 **Student A only**

In a survey of *career preferences*, students listed the following:

Public Administration : _____

Teaching : _____

Business : _____

Advertising : _____

Journalism : _____

Use your imagination to decide what percentage of students preferred each career. Write one of the following percentages next to each career.

5% 15% 30% 45%

WORKSHEET 2 **Student B only**

In a survey of *graduate employment* it was found that graduates entered the following fields:

Public Administration : _____

Teaching : _____

Business : _____

Advertising : _____

Journalism : _____

Use your imagination to decide what percentage of graduates entered each field. Write one of the following percentages next to each career.

5% 15% 30% 45%

APPENDIX 6

Example of a Final (Performance) Activity
FORM UNIT 3 : PRESENTING THE FACTS

(This is a group activity involving 4 students. Only 2 students' worksheets are given in this appendix)

Instructions:

You will take part in a meeting to decide on a policy on graduate employment. You need to decide whether the number of graduates from particular faculties should be increased or decreased. In order to do this you must compare the number of graduates required in the public and private sectors. There are two universities in the country and you are interested in the figures for this year and in three years' time.

Then your group will draw conclusions from the information given and decide on a policy, i.e., for each faculty decide whether to increase or decrease the number of graduates.

WORKSHEET 3 Student A only

1. State University : students graduating

Faculty	This year	In three years' time
Engineering		
Sciences		
Law		
Social Sciences		
Total	300	350

This year ◯ In three years' time ◯

2. Social Sciences

	No. graduating	No. required
Total		

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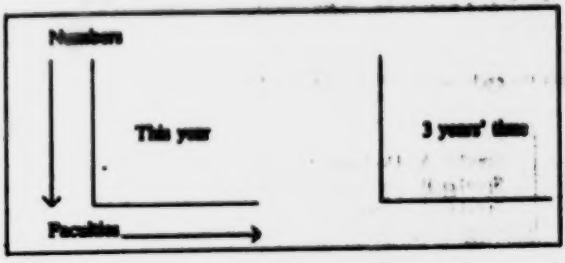
WORKSHEET 4 **Student B only**

1. **Private University : students graduating**

Faculty	This year	In three years' time
Economics		
Engineering		
Science		
Law		
Social Science		
Total	110	150



2. **Science and Engineering**

	No. graduating	No. required
Total		

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APPENDIX 6

Example of a SUPPORT Activity
FORM UNIT 7 : FINDING OUT ABOUT PROCEDURES

Focus on meaning : finding out what is necessary

It is very important to understand what you are allowed or obliged to do. In this activity you will practise ways of expressing things that you are allowed to do or obliged to do.

TASK 1

1. Look at the information and exchange given below. Miss B is not very helpful. What should she say?

> No personal cheques. We accept travellers cheques or credit cards.

A → Can I pay by cheque or do I have to pay cash? You can't pay by cheque. ← B

2. Study the exchange below and answer the questions after it.

> Speaker A: Do I have to leave a deposit?
> Speaker B: No, that's not necessary.
> Speaker A: I see.

(a) Which of the following means the same as Speaker A's question?
- (i) Do I need to leave a deposit?
- (ii) Can I leave a deposit?
- (iii) Is it necessary for me to leave a deposit?
- (iv) Is it possible to leave a deposit?

(b) Which of the following means the same as Speaker B's reply?
- (i) No, you cannot.
- (ii) No, you must not.
- (iii) No, you needn't.
- (iv) No, you don't have to.

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Here are some ways of expressing what you are allowed or obliged to do.

Asking whether you are obliged to do something.	Is it necessary (for me) to ...? Do I have to ...? Need I ...?
Asking whether something is allowed.	Is it possible to ...? Can I ...?
Saying that something is not necessary.	It's not necessary to ... You don't have to ... You needn't ...

TASK 2

1. *Student A* Prepare how to ask if the things in List A below are possible or necessary in order to study in a foreign university.
   Student B Prepare how to ask if the things in List B below are possible or necessary in order to get a car loan.
   Use the expressions that you learnt earlier in the unit.

List A Study in a foreign university.

	Start this year.
	Live on campus.
Possible?	Choose my subjects.
	Get a scholarship.
	Pass an English test.
Necessary?	Pay fees in advance.
	Be resident in the university.
	Pass all subjects.

List B Applying for a car loan.

	Get in today.
	Cover the full amount.
Possible?	Repay in five years.
	Change the period of repayment.
	Give references.
	Pay interest.
Necessary?	Get parents' permission.
	Make a payment every month.

2. *Student A* Look at the information on car loans. Tick those items you consider necessary or possible.
   Student B Look at the information on studying in a foreign university. Tick those items you consider necessary or possible.
3. *Student A* Ask Student B about studying in a foreign university.
   Student B Reply using your answers to 2 above.
   Student B Ask Student A about a car loan.
   Student A Reply using your answers to 2 above.

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